Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**6.S.1.1 Students are able to select organizational patterns that narrate and describe based on audience and purpose.** *To meet this standard students may:* • design presentations that share personal memories; • design presentations to demonstrate skills and activities.
(Application)	**6.S.1.2. Students are able to organize presentations according to main ideas and supporting details.** *To meet this standard students may:* • write speeches with an introduction, body, and conclusion.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analyze)	**6.S.2.1 Students are able to recognize the language and style appropriate to a speaking situation.** *To meet this standard students may:* • use complete sentences to express thoughts; • explore how descriptive words and phrases improve presentations; • understand that rate, pitch, volume, and tone enhance presentation style.
(Knowledge)	**6.S.2.2 Students are able to identify presentation strategies appropriate to audience and purpose.** *To meet this standard students may:* • use audio/visual aids in presentations.

Sixth Grade Speaking
Performance Descriptors

Advanced	**Sixth grade students performing at the advanced level:** • design narrative and descriptive speech formats based on audience and purpose; • organize and critique oral presentations according to main ideas and supporting details; • choose presentation language, style, and strategies appropriate to the audience and purpose of the presentation.
Proficient	**Sixth grade students performing at the proficient level:** • select organizational patterns for oral presentations that narrate and describe, based on audience and purpose; • organize oral presentations according to main ideas and supporting details; • identify presentation strategies appropriate to the audience and purpose of the presentation; • recognize language and style appropriate to the situation.
Basic	**Sixth grade students performing at the basic level:** • recognize that purpose influences speech format; • organize oral presentations according to main ideas; • use modeled presentation strategies appropriate to the audience.

Sixth Grade Speaking
ELL Performance Descriptors

Proficient	**Sixth grade ELL students performing at the proficient level:** • choose and use multiple forms of media to convey what has been learned; • use content area, computer, and magazines to assist with language learning; • paraphrase a statement when realizing the listener does not understand.
Intermediate	**Sixth grade ELL students performing at the intermediate level:** • choose and use multiple forms of media to convey what has been learned; • use content area, computer, and magazines to assist with language learning; • paraphrase a statement when realizing the listener does not understand.
Basic	**Sixth grade ELL students performing at the basic level:** • choose and use multiple forms of media to convey what has been learned; • complete an art project by imitating behavior with native English speakers; • rephrase, explain, revise, and expand oral or written information to check comprehension.
Emergent	**Sixth grade ELL students performing at the emergent level:** • communicate with gestures or in a language other than English; • build a speaking vocabulary; • communicate orally personal and social needs; • asks questions to borrow classroom materials; • greet teachers appropriately when entering the classroom; • express lack of understanding; • know and communicate personal information such as name, address, and phone number.
Pre-emergent	**Sixth grade ELL students performing at the pre-emergent level:** • do not understand enough language to perform in English.

Seventh Grade Speaking
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Levels	Standard, Supporting Skills, and Examples
(Knowledge)	**7.S.1.1 Students are able to recognize that audience and purpose influence speech format in exposition and persuasion.** *To meet this standard students may:* • design presentations that address problem/solution or cause/effect situations; • provide supporting evidence in informative and persuasive speeches.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Levels	Standard, Supporting Skills, and Examples
(Knowledge)	**7.S.2.1 Students are able to choose language and style appropriate to purpose and topic of the presentation.** *To meet this standard students may:* • use grammar and vocabulary appropriate to the audience and situation.
(Analysis)	**7.S.2.2 Students are able to choose presentation strategies to match audience and purpose.** *To meet this standard students may:* • demonstrate how inflection, tempo, and phrasing enhance communication; • select images, text, and sound that create effective presentations; • use an overhead projector, VCR, DVD, or computer to enhance presentations.

Seventh Grade Speaking
Performance Descriptors

Advanced	**Seventh grade students performing at the advanced level:** • analyze audience and purpose to communicate in expository and persuasive speech formats; • organize and communicate ideas and information in a manner to support a specific purpose; • make creative use of language and style appropriate to the audience, purpose, and topic of the presentation.
Proficient	**Seventh grade students performing at the proficient level:** • recognize that audience and purpose influence expository and persuasive speech formats; • communicate ideas and information in an organized manner to support a specific purpose; • choose language, style, and presentation strategies appropriate to the audience, purpose, and topic of the presentation.
Basic	**Seventh grade students performing at the basic level:** • follow a specific expository or persuasive speech format; • share information in a prescribed organizational pattern to support a specific purpose; • understand that language and style need to be appropriate to the purpose of the presentation.

Seventh Grade Speaking
ELL Performance Descriptors

Proficient	**Seventh grade ELL students performing at the proficient level:** • demonstrate specific strategies for listening and viewing in various situations; • observe use of eye contact, posture, and gestures; • use appropriate listening and interpersonal skills in setting goals and assigning responsibilities for group work.
Intermediate	**Seventh grade ELL students performing at the intermediate level:** • use questions to clarify instructions and directions; • develop skills to organize information; • ask specific questions to clarify information.
Basic	**Seventh grade ELL students performing at the basic level:** • develop strategies for listening and viewing in various situations; • develop appropriate listening and interpersonal skills in setting goals and assigning responsibility for group work.
Emergent	**Seventh grade ELL students performing at the emergent level:** • communicate with gestures or in a language other than English; • build a speaking vocabulary; • communicate orally personal and social needs; • ask questions to borrow classroom materials; • greet teachers appropriately when entering the classroom; • express lack of understanding; • know and communicate personal information such as name, address, and phone number.
Pre-emergent	**Seventh grade ELL students performing at the pre-emergent level:** • do not understand enough language to perform in English.

Eighth Grade Speaking
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**8.S.1.1 Students are able to choose a specific format based on audience and purpose.** *To meet this standard students may:* • design presentations that make clear and knowledgeable judgments; • provide detailed evidence, examples, and reasoning in presentations; • choose format appropriate to place (**for example**: class discussion, small group activities).
(Synthesis)	**8.S.1.2. Students are able to develop clear and organized presentations.** *To meet this standard students may:* • prepare presentations consisting of an introduction, a logically developed body, transitions, and a conclusion.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**8.S.2.1 Students are able to use context and topic to determine vocabulary and style.** *To meet this standard students may:* • use appropriate grammar and sentence structure in various speaking situations; • use expressive language to enhance presentations.
(Synthesis)	**8.S.2.2 Students are able to design presentation strategies appropriate to audience and purpose.** *To meet this standard students may:* • use pacing, enunciation, and phrasing appropriate to formal and informal communication; • create visual aids to emphasize key ideas; • organize and record information for various presentations (**for example**: charts, graphs, flip charts, maps); • use appropriate non-verbal communication skills (**for example**: eye contact, posture, gestures).

Eighth Grade Speaking
Performance Descriptors

Advanced	**Eighth grade students performing at the advanced level:** • evaluate and choose speech formats appropriate to audience and purpose; • produce clear, focused and organized oral presentations based on audience needs and the intended purpose of the presentation; • analyze context and topic to select vocabulary and style for presentations; • design and critique presentation strategies appropriate to the audience and purpose.
Proficient	**Eighth grade students performing at the proficient level:** • choose a specific format based on audience and purpose; • develop clear and organized oral presentations that focus on a specific purpose and audience; • use the context and topic to determine vocabulary and style for presentations; • design presentation strategies appropriate to the audience and purpose.
Basic	**Eighth grade students performing at the basic level:** • identify a specific format based on audience and purpose; • use prescribed organizational patterns that focus on a specific purpose and audience; • recognize that context and topic determine vocabulary and style for presentations; • follow modeled presentation strategies appropriate to purpose.

Eighth Grade Speaking
ELL Student Performance Descriptors

Proficient	**Eighth grade ELL students performing at the proficient level:** • use listening skills in group settings to share responsibility for a team project; • ask probing questions to seek clarification of the speaker's ideas and opinions; • make posters, dramatize, or videotape representations of a fairy tale or short story.
Intermediate	**Eighth grade ELL students performing at the intermediate level:** • use a Venn diagram to compare and contrast characters of a fairy tale or short story; • listen attentively and critically to a variety of speakers for a variety of purposes.
Basic	**Eighth grade ELL students performing at the basic level:** • use an English/native language dictionary to assist with listening; • interpret meanings through sounds; • understand verbal directions by comparing them with verbal cues.
Emergent	**Eighth grade ELL students performing at the emergent level:** • communicate with gestures or in a language other than English; • build a speaking vocabulary; • communicate orally personal and social needs; • ask questions to borrow classroom materials; • greet teachers appropriately when entering the classroom; • express lack of understanding; • know and communicate personal information such as name, address, and phone number.
Pre-emergent	**Eighth grade ELL students performing at the pre-emergent level:** • do not understand enough language to perform in English.